

ST ANDREWS ELEMENTARY

30 Chadwick Dr.
Charleston, South Carolina 29407

GRADES PK-5 Elementary School

ENROLLMENT 572 Students

PRINCIPAL Kay Schwitz 843-763-1503

SUPERINTENDENT Dr. Maria Goodloe 843-937-6319

BOARD CHAIR Mr. Gregg Meyers 843-720-8714

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2003

ABSOLUTE RATING:

EXCELLENT

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
17	44	6	1	0

IMPROVEMENT RATING:

GOOD

ADEQUATE YEARLY PROGRESS:

YES

This school met 21 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

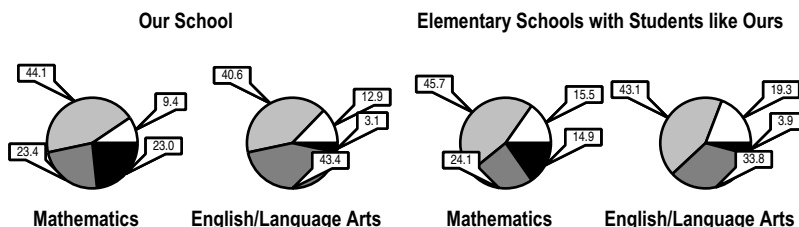
FOR MORE INFORMATION, VISIT WEBSITES AT:




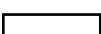
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PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Excellent	Average	N/A
2002	Excellent	Good	N/A
2003	Excellent	Good	Yes
2004			

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	37	67	43
Percent satisfied with learning environment	97.2%	85.1%	97.7%
Percent satisfied with social and physical environment	100.0%	81.5%	76.2%
Percent satisfied with home-school relations	100.0%	87.5%	95.3%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	275	100.0	12.9	40.6	43.4	3.1	46.5	17.6
Gender								
Male	140	100.0	16.8	44.3	38.2	0.8	38.9	17.6
Female	135	100.0	8.8	36.8	48.8	5.6	54.4	17.6
Racial/Ethnic Group								
White	155	100.0	5.6	34.5	54.9	4.9	59.9	17.6
African-American	107	100.0	24.5	52.0	22.5	1.0	23.5	17.6
Asian/Pacific Islander	8	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	5	100.0	N/A	N/A	N/A	N/A	N/A	17.6
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	229	100.0	7.4	40.7	48.6	3.2	51.9	17.6
Disabled	46	100.0	42.5	40.0	15.0	2.5	17.5	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	275	100.0	10.8	41.6	44.4	3.2	47.6	17.6
English Proficiency								
Limited English proficient	2	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	273	100.0	10.9	41.5	44.4	3.2	47.6	17.6
Socio-Economic Status								
Subsidized meals	112	100.0	19.2	49.0	29.8	1.9	31.7	17.6
Full-pay meals	163	100.0	7.9	35.1	53.0	4.0	57.0	17.6

Mathematics								
All students	275	100.0	9.4	44.1	23.4	23.0	46.5	15.5
Gender								
Male	140	100.0	11.5	45.8	22.1	20.6	42.7	15.5
Female	135	100.0	7.2	42.4	24.8	25.6	50.4	15.5
Racial/Ethnic Group								
White	155	100.0	2.8	35.9	30.3	31.0	61.3	15.5
African-American	107	100.0	19.6	58.8	13.7	7.8	21.6	15.5
Asian/Pacific Islander	8	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	5	100.0	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	229	100.0	3.7	45.4	25.5	25.5	50.9	15.5
Disabled	46	100.0	40.0	37.5	12.5	10.0	22.5	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	275	100.0	7.2	45.2	24.0	23.6	47.6	15.5
English Proficiency								
Limited English proficient	2	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	273	100.0	7.3	45.2	24.2	23.4	47.6	15.5
Socio-Economic Status								
Subsidized meals	112	100.0	19.2	53.8	12.5	14.4	26.9	15.5
Full-pay meals	163	100.0	2.0	37.7	31.1	29.1	60.3	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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PACT PERFORMANCE BY GRADE LEVEL

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	103	N/A	6.9	26.7	59.4	6.9	66.3
	Grade 4	76	N/A	14.5	46.1	36.8	2.6	39.5
	Grade 5	80	N/A	20.5	38.5	39.7	1.3	41.0
	Grade 6	22	N/A	4.5	45.5	40.9	9.1	50.0
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	89	100.0	8.3	31.0	53.6	7.1	60.7
	Grade 4	101	100.0	7.4	38.3	52.1	2.1	54.3
	Grade 5	85	100.0	24.4	53.8	21.8	N/A	21.8
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Mathematics								
2002	Grade 3	103	N/A	9.9	40.6	26.7	22.8	49.5
	Grade 4	76	N/A	21.1	31.6	21.1	26.3	47.4
	Grade 5	80	N/A	21.8	29.5	12.8	35.9	48.7
	Grade 6	22	N/A	N/A	18.2	40.9	40.9	81.8
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	89	100.0	6.0	46.4	25.0	22.6	47.6
	Grade 4	101	100.0	6.4	37.2	22.3	34.0	56.4
	Grade 5	85	100.0	16.7	50.0	23.1	10.3	33.3
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 572)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	N/A	N/A	2.4%	2.4%
Attendance rate	95.7%	Down from 96.1%	96.0%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	30.7%	Up from 24.8%	20.9%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	8.8%	Down from 10.1%	7.6%	8.0%
Older than usual for grade	11.0%	Up from 1.0%	0.8%	1.1%
Suspended or expelled	0.0%	Down from 0.2%	0.0%	0.0%

Teachers (n= 41)				
Teachers with advanced degrees	43.9%	Down from 45.2%	54.0%	50.0%
Continuing contract teachers	90.2%	Up from 83.3%	90.2%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	82.4%	Down from 85.8%	88.2%	86.2%
Teacher attendance rate	95.7%	Down from 96.6%	95.7%	95.3%
Average teacher salary	\$38,206	Up 1.9%	\$41,123	\$39,909
Prof. development days/teacher	14.1 days	Up from 12.5 days	10.9 days	11.4 days

School				
Principal's years at school	9.0	Up from 8.0	4.0	4.0
Student-teacher ratio	19.6 to 1	Down from 21.9 to 1	19.3 to 1	18.9 to 1
Prime instructional time	90.1%	Down from 91.5%	90.1%	89.7%
Dollars spent per pupil*	\$4,991	Up 3.5%	\$5,581	\$5,892
Percent spent on teacher salaries*	68.6%	Down from 76.7%	66.7%	66.6%
Opportunities in the arts	Good	Up from Fair	Good	Good
Parents attending conferences	94.8%	Down from 99.0%	99.0%	99.0%
SACS accreditation	no	N/A	yes	yes

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

St. Andrews is very excited to be named a Red Carpet School. We pride ourselves on the friendly, inviting atmosphere that welcomes all students, staff, parents, and visitors. St. Andrews has also earned the Gold Palmetto award for student academic improvement from the State Department of Education for the past two years.

This summer, St. Andrews is involved in many staff development classes and educational activities for our students. Students are participating in Camp Invention, a weeklong science camp run by our staff, and the Summer of Success program created by Mayor Riley. Summer of Success utilizes volunteers from the community to serve as tutors for students who would have benefited from summer school if funding were available. St. Andrews is blessed to have wonderful volunteers. The members of our School Improvement Council and PTA work very hard to improve the facility and academics of St. Andrews.

A school committee has been formed to establish a financial foundation to help support additional instructional, material, and physical needs of the school. Parent, community, and business volunteers assist in the interior, exterior, and yard work of St. Andrews. Volunteers also serve as mentors, tutors, reading partners, and assist with many other activities.

In addition to academic accomplishments, progress and improvements have been made in other areas at St. Andrews these past few years. Some much needed physical improvements have been made, including the installation of age appropriate playground equipment and replacement of the old asbestos floor tiles throughout the school. The wiring of all classrooms for Internet access has been completed, and new computers and servers have been installed. The Lifeskills Program, a school wide character development program, has promoted healthy, positive attributes in all students.

We have ambitious plans and goals for the coming year. Science and math will continue to be integrated throughout all subjects using an interactive curriculum that mirrors real life and job situations. Faculty and staff will refine the Lifeskills Program to incorporate values such as honesty, perseverance, and kindness into daily instructions. A staff and parent component of the Lifeskills Program will continue to complement the students' program. We will work with CCSD to obtain the resources required to build upon the excellence that is already in place. We will push the CCSD board to fulfill their commitment to streamline the transfer process and provide lead teachers.

St. Andrews School of Math and Science enjoys the benefit of wonderful students, supportive parents, and a committed faculty. At St. Andrews, we will continue to strive for academic and personal excellence for all of our students.

Kay Schwitz, Principal

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.